

IHE Bachelor Performance Report

Belmont Abbey College

2007 - 2008

Overview of the Institution

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and successful careers. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte. There are approximately 1200 traditional and adult students enrolled in the undergraduate programs. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte, the largest city in the Carolinas. There are approximately 1200 traditional and adult students enrolled in the undergraduate programs. Belmont Abbey College offers an undergraduate degree program leading to licensure in Elementary Education. A non-licensure B.A. in Educational Studies is designed for students with career interests in fields closely allied to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of Education.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to prepare candidates who are liberally educated, professionally competent, and builders of community. With this as our mission, the Sister Christine Beck Department of Education has an extensive sequence of field experiences for teacher candidates; continuous communication with, and feedback from, public school personnel; and numerous opportunities for public school educators to interact with Belmont Abbey students. In addition, various practica and internships are provided for non-licensure students. Belmont Abbey's elementary education major with licensure is designed for both traditional students and adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates. We also serve individuals pursuing licensure-only. Our courses are also open to lateral entry teachers who have programs of study calling for courses similar to Abbey courses. Program components include flexible scheduling options (afternoon, evening, weekend, and summer school classes) and the opportunity for frequent, individualized advising sessions with education faculty. The Sister Christine Beck Department of Education continues to work toward development of alternative means of program delivery to

adult degree program students. Evening and weekend classes and non-traditional advising sessions are offered.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education with licensure and a non-licensure B.A. in Educational Studies designed for students with career interests in fields closely aligned to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of education. Students coming to Belmont Abbey College already holding baccalaureate degrees have the opportunity to pursue a second degree while fulfilling the requirements for teacher licensure.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Pinewood Elementary School	Goal #1 was to provide assistance with reading instruction. Goal#2 was to give BAC teacher candidates experience teaching children to improve their reading skills.	Twelve BAC teacher candidates, under the supervision of BAC faculty member Ms. Benette Sutton, worked one-on-one with low performing 2nd grade students twice a week for 6 weeks.	From anecdotal teacher evidence, every participating student performed noticeably better in class. Using the Informal Reading Inventory it was determined that the students improved by an average of one grade level in reading proficiency.
Gaston County Schools	Goal was to create a working partnership for purposes of communication and collaboration.	BAC continued the Teacher Education Council (TEC). Members include BAC faculty and teacher candidates and Gaston County School (GCS) personnel, including Director of Human Resources, the Associate Superintendent for Instruction, a Curriculum Director, three principals, and five teachers. Meetings were held each semester to share information and confer about issues of mutual interest.	Dr. John Tutterow, Director of Human Resources for GCS, and Dixie Abernathy, Director of Elementary Education for GCS, worked with BAC faculty to improve the partnership plan for our early field experiences and student teaching.
Gaston County Schools Teacher Cadet Program	Goal was to continue a partnership with the 4 Gaston County High Schools that have Teacher Cadet	BAC's Teacher Cadet Partnership (TCP) continued in 2007-2008. A planning meeting was held in August 2007	Plans for Teacher Cadet Abbey Day and for classroom visits by BAC faculty resulted from the

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	Programs.	involving Lyn Carnes, GCS Teacher Cadet coordinator, the four GCS Teacher Cadet teachers, and the BAC education faculty.	planning meeting.
GCS Teacher Cadet Program	Goal was to introduce Teacher Cadets to the Belmont Abbey College campus and encourage them to pursue teacher education as college students.	Teacher Cadet Abbey Day was held October 11, 2006. 62 Teacher Cadets and their four teacher sponsors were introduced to the BAC campus. They observed a college class; they were provided information about college admission and financial support; and they participated in a question and answer session with BAC teacher candidates.	BAC received feedback from Cadets and GCS teachers about their enthusiastic approval of, and benefits from, the Abbey Day experience.
GCS Teacher Cadet Program	Goal #1 was to support the GCS/BAC partnership, Goal #2 was to bring to the cadet classes information and materials that align with BAC faculty expertise, and Goal #3 was to expose teacher cadets to a variety of teaching styles and instructional strategies.	During the 2007-2008 school year, BAC faculty visited the Teacher Cadet classrooms of our four partner schools including 3 visits by Ms. Benette Sutton to Cherryville High School, 2 visits by Ms. Pam Wilson to South Point High School, 2 visits by Ms. Mary Beth Solan to South Point High School, 4 visits by Dr. Judith McDonald to Ashbrook High School, and 4 visits by Dr. Sara Powell to East Gaston High School.	Anecdotal accounts from teachers and students in the GCS Teacher Cadet Program indicate that the BAC faculty served as valuable resources to the program. Two of the Teacher Cadets have chosen to attend Belmont Abbey.

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Southwest Middle School, Charlotte Mecklenburg Schools	Goal was to develop and sponsor middle school science club.	Dr. Judith McDonald went to Southwest Middle School each month of spring 2008 to establish the middle school science club.	The science club at Southwest Middle School is thriving. Dr. McDonald will work with them in fall 2008, but a teacher at the school will assume leadership of the club.
Charlotte region middle schools	The regional science fair competition requested judges.	Dr. Judith McDonald served as a judge for the regional middle school science fair competition.	The regional science fair coordinators sent a letter thanking Dr. McDonald for her enthusiastic participation.
Charlotte Mecklenburg Schools	CMS requested that Dr. Judith McDonald coordinate their Metro Prom for special needs students.	Dr. Judith McDonald coordinated the arrangements for the CMS Metro Prom for students with special needs. She coordinated the invitations, decorations, menu, and the participation of 12 area high school students to attend and assist with the prom.	
Beacon Hall School for students with disabilities, Gaston County Schools	Beacon Hall requested a visit to the Abbey for a presentation by Dr. Melinda Ratchford on the Titanic.	Dr. Melinda Ratchford gave an hour-long presentation about the Titanic for Beacon Hall students and their sponsors.	Ms. Lisa Craig, a Beacon Hall teacher, reported that the students continued to ask questions and express interest in the Titanic for weeks following the presentation. This indicated to her that Dr. Ratchford's lesson was interactive and meaningful.

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North Carolina Center for the Advancement of Teaching	The North Carolina Center for the Advancement of Teaching located at Western Carolina University requested that Dr. Melinda Ratchford conduct a week-long experience focusing on the Titanic for teachers from across the state.	Dr. Melinda Ratchford conducted a week-long professional development experience at the North Carolina Center for the Advancement of Teaching at the new center on Ocracoke Island.	Dr. Ratchford's evaluations for the experience indicate that teachers attending for the week feel very prepared to teach a variety of subjects through the information and materials presented by her. She has been invited back in April 2009.
Gaston Day School	Gaston Day School requested assistance with updating their media inventory for students, as well as their professional development resources.	Dr. Melinda Ratchford worked with Gaston Day School for two weeks to provide assistance with the revision of their student collection, as well as their professional development resources. She assisted the school's staff with the formulation of a five-year plan for their library. In addition, Dr. Ratchford will periodically consult with Gaston Day School about best practices in library science.	The principal and media specialist at Gaston Day expressed appreciation for Dr. Ratchford's expertise and her willingness to help them with this major task.
Lincoln Charter School	Lincoln Carter School asked Dr. Melinda Ratchford to give the graduation address for their May graduation ceremony.	Dr. Melinda Ratchford delivered the graduation address for Lincoln Charter School's first graduating class.	The Lincoln Charter School class of 2008 responded enthusiastically to Dr. Rathchford's address. Her participation in the event served to strengthen the relationship between the Abbey and Lincoln

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			County Schools.
Belmont Middle School, Gaston County Schools	Principal Audrey Devine requested staff development on the topic of collaborative/collegial relationships among faculty members.	In August 2007 Dr. Sara Powell conducted a 3-hour professional development seminar for the teachers at Belmont Middle School on the topic of collaborative/collegial relationships among faculty members.	Dr. Powell received positive feedback from the principal and staff of Belmont Middle School concerning the staff development and its impact on teacher awareness and attitudes.
Gaston County Schools middle level principals	Dr. Melissa Wilson, director of professional development for GCS, asked Dr. Sara Powell to speak with the GCS middle school principals at their monthly meeting, November 2007.	Dr. Sara Powell presented on the topics of young adolescent development and effective middle schools at the November meeting of the Gaston County Schools middle level principals.	Dr. Powell has corresponded with 3 of the GCS principals who have asked for assistance in decision making concerning programs and staffing issues. She has responded to them in person and by phone. Dr. Powell has subsequently been invited to present in August 2008 at the GCS Teaching and Learning Conference.
Grier Middle School, Gaston County Schools	Principal Laura Dixon asked Dr. Sara Powell to be the featured speaker at her faculty's winter retreat.	In January 2008 Dr. Sara Powell was the featured speaker for Grier Middle School's faculty retreat held at Appalachian State University. The topic was differentiating instruction in the middle grades classroom.	Dr. Powell received positive feedback from the Grier Middle School principal and staff, and has been invited back in fall 2008.

B. Brief Summary of faculty service to the public schools.

All education department faculty members are involved in public schools and make individual contributions outside the scope of departmental activities and field experience responsibilities (supervision of early field experiences and student teaching). Faculty serve as supervisors of Abbey tutoring at various schools, informal consultants for principals who call or visit the Abbey with questions about curriculum and instruction and/or personnel dilemmas, science fair judges, and members of various school district committees and initiatives. Faculty members regularly speak at conferences involving public school teachers. The details of faculty service to public schools are in section A.

C. Brief description of unit/institutional programs designed to support beginning teachers.

All education faculty are available to consult with, and to support, recent graduates of the teacher education program, especially those beginning teachers currently employed in local schools. These consultations involve email exchanges, phone conversations, and classroom consultations if requested. Classroom materials are made available from our Curriculum Resource Center for use by teachers. There is a very close working relationship between graduates and faculty. This is exhibited by the number of students who return to the Department of Education for advice and consultation.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

The teacher education faculty continue to respond to requests from the RALC, charter schools, and private schools, as well as the Diocese of Charlotte, to provide coursework as prescribed by the licensing bodies of lateral entry teachers. Because education courses are offered regularly in the evenings, on weekends, and in summer sessions, lateral entry teachers have multiple opportunities to fulfill requirements. They also have access to all education department and college services/resources.

E. Brief description of unit/institutional programs designed to support career teachers.

Exemplary public school teachers serve as instructors for many of the evening, weekend, and summer school courses in our elementary education adult degree program. These educators meet with fulltime faculty several times each year, and are encouraged to request funding for professional development opportunities, such as conferences, as well as for resources to enhance their college teaching. Experienced teachers who seek "add-on" credentials receive individualized advising. Directed studies and flexible class schedules facilitate program completion within a reasonable time period.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

As reported in the LEA section, BAC teacher candidates worked one-on-one with struggling readers at Pinewood Elementary School to help them improve their reading skills. Reading materials were also collected by the BAC Kappa Delta Pi chapter to be distributed to the children of residents at Catherine's House. Catherine's House is a ministry of the Sisters of Mercy, providing housing and assistance to homeless women and children. Many of the children residing with their mothers at Catherine's House are students in local public schools. Students in the department's non-licensure B.A. program frequently perform 100- and 200-hour internships in low-performing and/or at-risk schools.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The priority of High Student Performance is addressed in methods classes through emphasis on setting and maintaining high expectations; the value of testing and the responsibilities of accountability; and the need to differentiate instruction to meet the diverse needs in the classroom. Our student teachers are sought after because of what they add to classroom effectiveness. Early field experiences have been modified to include more diverse placements to give BAC teacher candidates increased experience with children who have academic, social, and emotional needs. Through our commitment to providing a rigorous program of teacher preparation, we prepare individuals to be Quality Teachers, Administrators and Staff. Teacher candidate familiarity with the NCSCS pacing guides and state-adopted texts is a component of all methods classes. INTASC standards are addressed in the professional sequence of teacher preparation courses. While Effective and Efficient Operations are often equated with administrator-level responsibilities, it is our belief that teachers should contribute to the well being of the school. Teacher candidates learn about school, county, and state law and policy, as well as school reform practices as they contribute to teacher efficacy in Student Teaching Seminar and Curriculum and Instructional Design courses. Several courses address issues of Healthy Students in Safe, Orderly and Caring Schools. During student teaching, candidates are introduced to public school policy manuals and are provided orientation to governance issues and policies. Throughout their coursework candidates participate in activities related to conflict management and family violence awareness and prevention. Student teachers are required to undergo both drug testing and criminal background checks prior to the student teaching experience. Candidates receive information and reflect on opportunities to develop Strong Family, Community and Business Support. Parental and family involvement is a recognized and valued component of the BAC teacher education curriculum. While not a class in and of itself, the subject is woven through several courses. In their initial education course, candidates learn about NCLB and the legal rights of parents and caregivers. During student teaching, faculty members conference with candidates about experiences and interactions with parents and caregivers.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

The Department of Education began systematically interviewing teacher candidates with emphasis on dispositions during the 2007-2008 school year. In 2008-2009 we will expand this valuable process to three times during the candidate's professional sequence courses that include student teaching. This process includes a disposition questionnaire to be completed as self-assessment. The instrument gives faculty opportunities to provide feedback to teacher candidates. We are refining the guidelines for our required electronic portfolio to reflect the new state teacher education standards, as well as improving the authentic nature of the required artifacts. We continue to work toward a more efficient system of organizing, storing, and using data to improve our teacher education program.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The BAC introductory education course, ED 300, provides students with PRAXIS I study guides and sample exam questions. Courses throughout the teacher education curriculum provide a solid foundation for the PRAXIS II exams leading to licensure. In all the methods classes, scenarios are presented for discussion and reflection and appropriate vocabulary is used to help teacher candidates understand both content and format expectations indicative of the PRAXIS II exams. Students needing additional tutoring have access not only to education faculty, but also to content area tutors from throughout the BAC faculty and the Academic Assistance Center on campus. The Department of Education serves students individually by carefully monitoring testing profiles and advising candidates about available resources on campus and in the region. In addition, in 2007-2008 we developed a series of voluntary workshops for candidates planning to take Praxis II exams. The materials for the workshops were largely developed by faculty. In fall 2007, eight workshops were held with an average attendance of 15 teacher candidates per session. These workshops will be improved and offered throughout the 2008-2009 school year.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

Teacher education faculty members participate in college recruiting efforts, including open houses and small group meetings with prospective students. Initial coursework is planned and organized to provide a motivational, yet realistic, view of teaching as a viable career choice. The faculty has familiarized the Belmont Abbey Admissions Office and the Adult Degree Program with the education programs available at the college, and encourages both offices to refer prospective students to the department for further conversations and information. In order to highlight the teacher education programs, the education faculty participated in Accepted Students Day, Abbey Experience Day, and

Catholic Schools Week along with weekend and evening registration and advising. In addition, the education faculty participate in all Adult Degree Program information sessions held at least twice a semester.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

BAC education faculty regularly work with Gaston County, Cleveland County, Lincoln County, Charlotte-Mecklenburg Schools, and local community colleges to identify and advise minority teaching assistants who qualify for the BAC teacher education program. A substantial percentage of students recruited through the Adult Degree Program are minority students. Approximately 70% of individuals who attend the BAC Adult Degree Program orientation sessions are minority.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	24
	Other	0	Other	0
	Total	0	Total	26
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	1	Total	7

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.49

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	23	4	4
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	2	23	4	4
Comment or Explanation				

E. Scores of student teachers on professional and content area examinations.

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	25	88
Institution Summary	25	88
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	23	1	0	1	0	0
U Licensure Only	8	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	25	88	80
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Gaston County Schools	198
Charlotte-Mecklenburg Schools	43
Lincoln County Schools	27
Cleveland County Schools	20

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.88	3.11	3.20
preparation to effectively manage the classroom.	3.50	3.22	3.20
preparation to use technology to enhance learning.	3.63	3.11	3.40
preparation to address the needs of diverse learners.	3.63	3.00	3.20
preparation to deliver curriculum content through a variety of instructional approaches.	3.88	3.33	3.20
Number of Surveys Received	8	9	5
Number of Surveys Mailed	20	20	20

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	0	11